

REPORT ON THE COLLABORATION BETWEEN

The Education for
Democracy and
Development Initiative
(EDDI) in Africa

&

The Association Liaison Office
for University Cooperation
in Development (ALO)

1998-2003



**THE ASSOCIATION LIAISON OFFICE
FOR UNIVERSITY COOPERATION IN DEVELOPMENT**

USAID COOPERATIVE AGREEMENT HNE-A-00-97-00059-00



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Colleges and Universities • Association of American Universities • National Association of
Independent Colleges and Universities • National Association of State Universities and Land-Grant Colleges

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Preface

Since 1999, the United States Agency for International Development (USAID) in cooperation with the Education for Development and Democracy Initiative in Africa (EDDI) has collaborated with the Association Liaison Office for University Cooperation in Development (ALO) in support of 32 higher education partnerships between colleges and universities in the United States and in 13 African countries. Twelve awards were made to U.S. higher education institutions working with institutions in South Africa; sixteen awards were for partnerships in Ethiopia (2), Ghana (2), Kenya (2), Malawi (2), Namibia (2), Nigeria (2), Senegal (2), and Uganda (2). Four awards were made for an institutional partnership in Angola, Eritrea, Tanzania and Zambia.



A total of \$2,975,198 in EDDI funding has leveraged an expected \$3,287,082 in cost share commitments. EDDI funds enabled 22 partnership awards between 1999 and 2002, totaling \$2,186,190. In 2000, awards for an additional \$789,008 were made to sustain 10 existing higher education partnerships administered by ALO, two of which were recipients of earlier EDDI awards. These sustainability grants were accompanied by technology enhancement grants, which were not administered by ALO. Through September 2003, \$2,452,037 has been leveraged from other partners, 83 percent of the total awards.

The EDDI university and college partnerships have targeted a range of development challenges including bolstering university research capacity in animal genetics and breeding to improve food security and child health; engaging universities in broader outreach activities and encouraging participatory management and community engagement in such areas as water sanitation, hygiene and HIV/AIDS; building university capacity in math, science, engineering and technology-related fields to better serve students from rural and disadvantaged backgrounds; developing the capacity of the public education system; offering professional training for teachers and skills upgrading for students to increase access to higher education for girls and women and targeting educational programs at unemployed and underemployed workers and young adults; offering training to improve computer literacy; and emphasizing workforce development and entrepreneurial training through adaptation of the community college model in Africa.

Overview of ALO's Higher Education Partnership Program

The Association Liaison Office for University Cooperation in Development (ALO), which administers a Cooperative Agreement between the USAID's Bureau for Economic Growth, Agriculture and Trade – Office of Education and the American Council on Education (ACE) with five other U.S. higher education associations—the American Association of Community Colleges, the American Association of State Colleges and Universities, the Association of American Universities, the National Association of Independent Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges—serves as a link between U.S. colleges and universities. ACE/ALO received incremental funding through modifications to the Cooperative Agreement effective on 9/30/98, 8/31/99, 6/19/00, and 9/30/02.



ALO's Institutional Partnerships program, one component of the Cooperative Agreement, supports partnerships between U.S. colleges, community colleges, and universities and higher education institutions in developing countries. These partnerships address host country development needs and support USAID's goals and the strategic objectives of the host country missions. ALO also administers a program of Special Initiatives that are funded by USAID missions and target particular development challenges in the host countries.



ALO has supported 178 awards to international higher education partnerships, and these partnerships have engaged more than 100 U.S. colleges, community colleges, universities, and consortia of higher education institutions in more than 50 developing countries around the world, in each USAID region of focus. Seventy-two (72) of the partnerships target countries in Africa, 54 in Latin America and the Caribbean, 37 focus on Asia and the Near East, and 15

work in Europe and Eurasia. A number of countries host multiple ALO partnerships, including Mexico (38), South Africa (25), Ethiopia (8), Peru (7), West Bank/Gaza (7), Ghana (6), Nepal (6), Russia (6), and Kenya (5).

USAID and ALO: Innovative Models for International Development Cooperation



The higher education partnership approach to addressing development challenges around the world is successfully employed in a wide array of countries and contexts. These partnerships have come to illustrate the changing course of international development from a strategy of one-way development assistance to one of cooperation and of engaging numerous partners from the countries involved. This approach makes each partner a stakeholder in the outcomes, successes, and eventual sustainability of the partnership.

To ensure that the partnerships fit within USAID strategic plans, ALO requires that each application include a statement of concurrence from the relevant USAID mission. During the period of ALO funding, partnership directors inform mission directors about partnership activities, enabling USAID to draw upon the successes of the partnerships to inform policy and practice.

Given the diversity of USAID objectives in different countries, the topic areas of ALO partnerships are wide-ranging. They include academic leadership transformation, business and economics, childhood nutrition, distance education, emergency medicine, HIV/AIDS prevention, judicial reform, math and science education, media and journalism, renewable energy technologies, small business development support, teacher training, and transboundary water resource management. Inherent in the design and implementation of all ALO partnerships, however, is USAID's goal of building human capacity through education and training.



Why Higher Education Partnerships?

The higher education partnership approach has a model for effective international development cooperation. The model draws upon the convergence of interests among equal partners and facilitates opportunities for joint planning, joint implementation, and mutual benefits. The overlap between the institutional objectives of the participating colleges and universities and those of USAID, moreover, helps make the ALO model a promising mechanism for international development cooperation in the decades ahead.



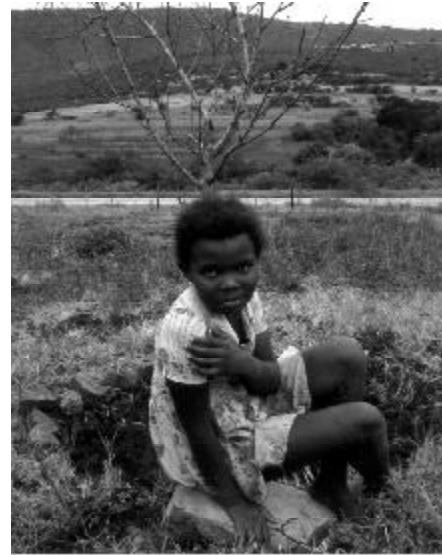
Higher education partnerships have staying power. Institutional partnerships identify mutual needs and strengths, create better mechanisms for the exchange of ideas and resources, maintain flexibility in addressing shared and individual goals, and build for the future by gradually broadening the scope of their collaborations. These partnerships often continue to grow and make a vital contribution long beyond the initial period of seed funding.

American colleges and universities have long been viewed as a highly important source of expertise for international development. Experience has shown that when U.S. universities contribute to international development, both the United States and cooperating countries benefit. Higher education partnerships offer at least three key advantages:

- *Continuous Access to Critical Expertise.* In an increasingly interdependent world, rapid access to new research, technical expertise, and information is critical. Long-term higher education linkages foster the steady exchange of knowledge and skills between partnering institutions, with e-mail and distance learning now facilitating a continuous flow of information. ALO partners work to overcome the restrictions of the ever-present digital divide and find new ways to ensure equal access to not only new knowledge, but also the state-of-the-art technology that now transmits and houses this knowledge.



- *Cost-effective Engagements.* Pooling resources with a U.S. higher education institution or consortium bolsters a partner university's capacity to meet development challenges. Through cost sharing, institutions leverage their grant resources, and the whole becomes significantly greater than the sum of its parts. In existing USAID-sponsored partnerships, it is not unusual to see higher education institutions contributing as much as 100 percent of the amount received through the award. College and university contributions also help leverage funding from business and community partners.



- *Sustainable Results.* Investments in building higher education partnerships, strengthening institutions, and training leaders yield long-lasting results. Individuals trained through such partnerships often become public officials, university presidents, business leaders, and other community leaders. Higher education collaboration also strengthens education institution infrastructure and builds stronger, more responsive institutions that promote long-term self-sufficiency. The capacity of overseas universities and other organizations to identify and solve problems using local resources is a critical factor in the sustainability of these international development efforts.

Other benefits of international higher education partnerships include:

- The application of insights, knowledge, and practical experience gained from international partnerships, which helps bolster the nation's competitive edge in diverse areas such as agriculture, environmental management, micro-enterprise development, and information technology.
- The development of sharper global perspectives for faculty and students engaged in international development.
- The strengthening of mutual understanding and cooperation between the United States and other nations, contributing to global peace and stability.



EDDI's ALO Partnerships in Focus

Investing in people through higher education partnerships helps create a healthy and educated workforce that can fuel sustained economic growth and development while strengthening democratic principles. EDDI is a commitment from the United States Government to strengthen educational systems and democratization by fortifying and extending vital development partnerships between America and Africa.

EDDI was launched following President Clinton's 1998 visit to Africa. The initiative was designed to strengthen African educational systems and promote Africa's integration into the world community of free-market democracies. Under the auspices of the National Security Council, an interagency committee with representatives from the Department of State, USAID, and the Peace Corps coordinated EDDI with additional support from the Environmental Protection Agency and the Departments of Agriculture, Defense, Education, and Labor. One component of the EDDI program supported partnerships between U.S. and African higher education systems, enabling them to apply their shared expertise to development challenges. As part of this commitment, EDDI pledged funds in 1999, 2000, and 2002 to support ALO partnerships with institutions in Africa.



ALO's EDDI partnerships target a wide range of development objectives and major themes in education reform in Africa today, including: increasing access to learning opportunities; improving the quality of teaching; and improving the availability and quality of learning materials. They also respond to at least one of EDDI's long-term strategic objectives: (1) enhancing primary and secondary schools and universities; (2) empowering girls and women; (3) increasing knowledge about and access to technology; (4) creating more informed and active African citizens; (5) establishing ongoing linkages between African institutions and American partners; (6) strengthening African democracies; and (7) preparing countries to be integrated into the world community.

Enhancing primary and secondary schools and universities

Bronx Community College/University of Natal-Pietermaritzburg (South Africa)

Award Dates: 1999 AACC, 2000 Sustainability (completed September 2002)

Award Amounts: \$49,990 (1999), \$45,599 (2000)

Final Cost Share: \$70,340

Other Funds Leveraged: \$270,000

Other Partners: iNdlovu Partners for Lifelong Learning, National Center for Educational Alliances

This partnership between Bronx Community College and the University of Natal-Pietermaritzburg established a virtual college to upgrade the skills of underemployed and unemployed workers and young adults in the Midlands area of South Africa. The two lead institutions and more than 30 education and training institutions established the iNdlovu Partnership for Lifelong Learning (iPLLL), which has grown to include 54 partners. With assistance from U.S. partners, iNdlovu developed an operational structure, research was completed to identify gaps in existing curricula and areas where specific curricula were required, and a series of curriculum workshops were convened to ensure that partners were able to communicate effectively about education and training. Partners developed curricula in three new areas: home-based care within the context of HIV/AIDS, entrepreneurship, and project skills management for contract labor. In addition, partners collaborated to develop a database of available training resources and potential work sites for internships, apprenticeships, and employment as unemployment increased from 1.1 million in 1991 to more than 1.9 million in 2000 in KwaZulu Natal. The partnership also strengthened the relationship with local high schools in the Midlands area, and helped to prepare students to live and work in a global economy by linking six high schools in KwaZulu Natal with six high schools in the United States. Due to the success of the partnership, the Joint Education Trust contributed \$20,000 to develop a certificate program in rural community development. The iPLLL received an additional \$250,000 from the Netherlands for operations expenses and the development of curricula related to HIV/AIDS.

Edinboro University of Pennsylvania/University of the Free State (South Africa)

Award Date: 1999 EDDI (completed in September 2002)

Award Amount: \$100,000

Final Cost Share: \$90,771

Other Funds Leveraged: \$17,432

Other Partners: Manguang University of the Free State Community Partnership Programme; Free State Education Department; Mathematics Material Development Project

This partnership trained facilitators in two programs designed to educate parents, students, and teachers about the value of science and mathematics and to encourage students to pursue careers in these fields. In 1999, Edinboro University of Pennsylvania (EUP) and the University of the Free State (UFS) established the Regional Center for Mathematics and

Science Education at UFS, which subsequently trained 560 family math (FM) and/or family science (FS) facilitators. FM and FS materials were translated into four of the 11 official languages of South Africa (Afrikaans, isiXhosa, Sesotho, and Setswana) and activities modified to suit South African cultural and educational conditions. Partners established community-based FM and FS programs in Greater Bloemfontein area primary schools, where the teachers trained in FM and FS conducted workshops for parents and children using the translated materials. Due to high demand, the project extended its geographic reach and trained facilitators from KwaZulu Natal and the Eastern Free State. One EUP faculty member spent 24 weeks in South Africa conducting training activities, and a UFS staff member participated in the EQUALS Mathematics Institute at EUP in 2000. EQUALS is a program developed at the University of California-Berkeley to address the under-representation of females and minorities in mathematics and science. As a result of the partnership, the South African Qualifications Authority (SAQA) has accredited the FM and FS courses, and the Department of Education has approved a teacher-training module of 64 credits. Sixteen of these credits will be in FM and FS and will count toward teacher qualification. A local advisory committee continues to monitor the project to ensure that activities and materials remain relevant to the target populations.

Edinboro University of Pennsylvania/University of the Free State (South Africa)

Award Date: 2002 EDDI

Award Amount: \$100,000

Proposed Cost Share: \$96,008

Other Partners: Mangaung University of the Free State Community Partnership Programme (MUCPP); the Cooperative Organization for the Upgrading of Numeracy Training (COUNT); Free State Education Department

Using a trainer-of-trainers model, partners at Edinboro University of Pennsylvania (EUP) and the University of the Free State (UFS) are collaborating to establish a teacher professional development program in South Africa. A trained cadre of teachers from the Free State, the Northern Cape, the Northern Province, and KwaZulu Natal will be qualified to train other teachers in EQUALS, the program developed at the University of California-Berkeley to address the under-representation of females and minorities in mathematics and science. Partners developed an EQUALS South Africa curriculum and recruited participants for EQUALS workshops. Two EQUALS instructors visited classrooms to collect baseline data, and participants in the program conducted action research. The program has been registered with the South African Qualifications Authority as a credit-bearing short course, and participants receive credit toward the National Professional Diploma in Education or the Advanced Certificate in Education.



Florida State University/Potchefstroom University (South Africa)

Award Date: 2000 EDDI (completed February 2003)

Award amount: \$99,990

Final Cost Share: \$125,006

Other Funds Leveraged: \$52,656

Other partners: STAR Schools of South Africa; Department of Education of the North West Province; Ikateleng

The partnership between Florida State University (FSU) and Potchefstroom University (PU) worked to raise the percentage of South African students from disadvantaged areas who qualify for entrance into universities by designing instructional technology aimed at improving student skills. After an initial assessment to identify areas of weakness, the partners decided to focus on mathematics. They recruited the national moderator of the 2001 mathematics Grade 12 examination to design diagnostic tests and study materials. In August 2001, early versions of the materials were distributed for field-testing to 800 students enrolled in the STAR Schools program in Johannesburg and to 1,200 students enrolled in the Inkateleng Programs at Potchefstroom at the Val Triangle. The students used the materials to prepare for the November 2001 matriculation exam and provided feedback to the partnership. Partners incorporated the students' feedback into study materials and distributed 1,200 copies of revised materials in preparation for the November 2002 exam. Based upon student feedback, partners revised, redesigned, and distributed 800 copies of the final study materials in early 2003. Results from the students exceeded national averages. The average pass rate for students on the Ikateleng project in 2000 was 73.78 percent, compared to a 57.9 percent pass rate for South Africa as a whole. After the introduction of the study materials in 2001, the pass rate increased to 78.32 percent (compared to 61.7 percent for the whole country) and to 81.37 percent in 2002 (compared to 68.9 percent for the whole country).

Highline Community College/Polytechnic of Namibia (Namibia)

Award Dates: 1999 EDDI, 2000 EDDI Sustainability

Award Amounts: \$99,900 (1999), \$99,870 (2000)

Proposed Cost Shares: \$158,092 (1999), \$44,880 (2000)

Other Funds Leveraged: \$55,924

Other Partner: Eastern Iowa Community College District

Highline Community College (HCC) and the Polytechnic of Namibia (PON) are collaborating to increase the administrative and programmatic capacity of PON by establishing of a Center for Entrepreneurial Development (CED) and a Center for Teaching and Learning (CTL). Established in March 2000, the CED has conducted a full range of workforce development training classes for government agencies, businesses, and nongovernmental organizations, including seminars on financial planning, marketing, laws governing business start-up, and computer training. The CTL, established in November 2000, trains PON faculty to move from traditional hierarchical teaching methods to interactive approaches that enhance student learning, retention, and critical thinking skills.

Namibian representatives have traveled to the United States to study models of curriculum development, student retention and success, professional development approaches, community outreach, contract training design, and center management. The CTL has increased its capacity to train faculty on improved teaching skills, with a special focus on the use of appropriate technology to enhance student success. The CTL has also piloted a new faculty mentoring initiative to introduce new instructors to the PON, to provide faculty from industry with training in classroom management and pedagogy, and to offer ongoing support as they begin teaching. Both Centers recently moved into fully equipped dedicated office space with meeting rooms, computers, and training materials, and are fully staffed. At least 54 host country institutions have benefited from CED offerings, and 1,101 host country nationals have been trained through partnership activities.

The Pennsylvania State University/University of Durban-Westville (South Africa)

Award Date: 2000 EDDI (completed September 2002)

Award Amount: \$100,000

Final Cost Share: \$48,120

The partnership developed, implemented, and evaluated an academic program designed to improve UDW's institutional capacity to serve future science, mathematics, technology, and engineering students from rural and disadvantaged communities. By enhancing the University of Durban-Westville's (UDW) Upward Bound Academic Enrichment Program, this partnership provided an innovative response to the academic and social needs of a large number of South African students for admission to higher education. The strategy adopted by the partners to attract and retain underserved students involved professional development and training of tutors and provision of enrichment education to a cohort of 2,000 students in math, science, engineering, and life skills. The partners conducted tutor workshops in which approximately 390 tutors and tutor coordinators participated in problem solving, teamwork, active learning, and leadership development activities. After training, the tutors led three student workshops, teaching a total of 4,500 economically disadvantaged students. To increase the quality of science education at UDW, the partners designed and implemented courses intended to integrate the applications of engineering theories, concepts, and practice into the science curriculum. They also introduced a multidisciplinary course for future science teachers. The first-year course features carefully articulated core competencies in communication skills, math and science fundamentals, team skills, critical thinking, design, and problem solving. As part of the program's life skills development initiative, the partners convened a workshop to train eight Upward Bound counselors in HIV/AIDS prevention and contributed to the development of a university-wide policy on HIV/AIDS prevention and advocacy. Approximately 20 secondary schools in UDW's service area are estimated to have benefited from partnership activities through participation in the workshops.

State University of New York, Cortland/University of Nairobi (Kenya)

Award Date: 1999 EDDI (completed February 2001)

Award Amount: \$100,000

Final Cost Share: \$89,634

Other Partners: Africa Nazarene University; Broome County Community College; Catholic University of Eastern Africa/Baraton; College of Environmental Science and Forestry; Daystar University; Egerton University; Empire State College; Eveready Batteries; Jomo Kenyatta University of Agriculture and Technology; Kenya Agricultural Research Institute; Kenya Association of Manufacturers; Kenya Management Assistance Programme; Kenya Medical Research Institute; Kenya Ministries of Education and Health; Kenya Polytechnic; Kenya Technical Teachers College; Kenyatta University; Methodist University at Baraton; Moi University; Mombasa Polytechnic; Murang'a College of Technology; Rift Valley Institute of Science and Technology; Tompkins Cortland Community College; United States International University/Africa; USAID/Kenya; U.S. Embassy/Nairobi



This partnership between the State University of New York, Cortland and the University of Nairobi introduced the U.S. community college model into the Kenyan system of higher education to increase access to postsecondary education and to produce a better educated workforce. The partners convened a two-week conference in Kenya in March 2000 to assess the country's educational needs. The conference was opened by the vice president of Kenya and attracted 70 participants, including faculty and administrators from six U.S. and 11 Kenyan higher education institutions, government

leaders, and representatives of local nongovernmental organizations and businesses. In November 2000, a second conference at the State University of New York, Cortland (SUNY-Cortland) produced three broad course outlines in the areas of community health education (including HIV/AIDS), natural resources management, and microenterprise development. Participants also discussed a request from the government of Kenya to SUNY to expand its involvement in Kenya's higher education system, and outlined strategies for development of critical thinking and use of distance education. This initiative sparked discussions between SUNY-Cortland and Kenya's Ministry of Education on the possibility of converting Murang'a Teachers College to a four-year institution offering SUNY degrees, including teacher education. It also resulted in discussions on expanding university teacher education to the Jomo Kenyatta University of Agriculture and Technology.

University of North Florida/Centre Universitaire Régional de Bambey (Senegal)

Award Date: 2000 EDDI (completed June 2003)

Award Amount: \$99,998

Final Cost Share: \$43,273

Other Partners: Florida Community College-Jacksonville; Florida Agricultural and Mechanical University

The University of North Florida (UNF) and the Centre Universitaire Régional de Bambey (CUR) partnered to develop a new two-year degree program in community health in Senegal based on the U.S. community college model. The new program has adapted proven approaches to community health education for the improvement of the health delivery system in the interior of Senegal. The Senegalese government committed approximately \$2 million for CUR construction projects and operations. In 2001, the partners received additional financial support from the Minister of Higher Education and the U.S. ambassador to Senegal. The first CUR faculty members identified in collaboration with the ministries of Higher Education and Health were a doctor, a midwife, a social worker, a nutritionist, and a dental surgeon. Accompanied by the Senegal partnership director, they traveled to Florida in 2001 and 2002 for training in community health-related areas, program development and evaluation, curriculum writing, food science and nutrition, prenatal care, and medical communications. The community health curriculum developed by UNF and CUR will be an integral part of the planned expansion of community colleges in Senegal that has been initiated and fostered by the partnership.

University of South Florida/University of Cape Coast/University College of Education of Winneba (Ghana)

Award Date: 2000 EDDI

Award Amount: \$99,878

Proposed Cost Share: \$54,432

Other Partners: Ghana Education Service/ Curriculum Research and Development Division; U.S. Peace Corps

The University of South Florida (USF), the University of Cape Coast (UCC), and the University College of Education of Winneba (UCEW) are strengthening institutional capacity to support curriculum development and improve teacher training in Ghana.

The partners are working in the areas of testing and continuous assessment to increase expertise within the Curriculum Research and Development Division (CRDD) of the Ghana Education Service, and to establish UCC and UCEW as the primary institutional resources for the CRDD. Since the beginning of the project, the partners have conducted five exchange and study visits between Ghana and Florida and have prepared a proposal to revise and improve Ghana's system of continuous assessment for public schools, grades 1 through 9. The Ghana Education Service has approved the proposal and recommended its



implementation. The partners continue to develop and fine-tune the overall format of the system of continuous assessment before introduction into the public school system. CRDD established Internet connectivity with USF and UCC to ease communication and improve access to resources, including online curriculum development courses and partner web pages.

Virginia Polytechnic Institute and State University/Domasi College of Education (Malawi)

Award Date: 2000 EDDI (completed September 2002)

Award Amount: \$99,265

Final Cost Share: \$36,876



By conducting education research to inform program and policy development, Virginia Polytechnic Institute and State University (VT) and Domasi College of Education (DCE) have enhanced the capacity of Malawi's public education system. A steering committee, comprising representatives of various stakeholder groups in Malawi, was formed to guide the implementation process. VT personnel conducted a needs assessment to determine the knowledge and skill levels of Malawian faculty in research methodologies and in the use of computers, and the availability of computer resources. The partners designed activities to develop educational research skills and instructed selected teacher trainers and primary education advisors in Malawi. The steering committee then selected 24 individuals to receive intensive instruction in educational research. The training provided a contrasting overview of quantitative and qualitative methods, a focus on case study methodology, and exercises in skills building. With guidance from an instructor, the students developed research proposals and conducted research projects on basic education issues in Malawi. The steering committee adopted a policy paper outlining strategies for ongoing activities and instruction to sustain partnership goals once the partners completed activities under the initial grant. The policy paper provided several options for government officials, policy makers, and administrators, depending on long-term objectives and the availability of fiscal and human resources.

Empowering girls and women

Langston University/Oklahoma State University/Alemaya University (Ethiopia)

Award Date: 2002 EDDI

Award Amount: \$100,000

Proposed Cost Share: \$48,105

The goal of the collaboration between the lead institutions of Langston University (LU) and Alemaya University (AU), with additional support from Oklahoma State University (OSU), is to improve the research, extension, and teaching capabilities of AU staff, with a particular emphasis on supporting a Ph.D. program in animal genetics and breeding. This broad objective is being met through a program designed to integrate the training of AU staff in research, breeding, and health with a development project aimed at expanding and strengthening the extent and impact of AU's current extension activities. This extension



program provides women's groups with goats and training for goat production. Two LU scientists traveled to AU and presented a short training course on multimedia presentations and the use of PowerPoint in addition to seminars on scientific manuscript review and ruminant nutrition. One AU scientist traveled to LU in the spring of 2003 for six months of training in parasitology, breeding, semen collection and freezing, and artificial insemination. He conducted a research trial at LU to evaluate the milk production potential of Spanish and Boer x Spanish crossbred goats, and collected semen from Boer bucks for an artificial insemination program at AU aimed at increasing growth and milk production potential of village goats. Partners identified the villages and women who will participate in the development program. More than 40 Ethiopian women received two female goats apiece and have begun production training. In return, they must repay two young goats to the project for future collaborators. Over 100 Ethiopians have already received training under this collaboration.

Langston University/Debut University, Awassa College of Agriculture (Ethiopia)

Award Dates: 1998, 2000 EDDI Sustainability

Award Amounts: \$100,000 (1998), \$100,000 (2000)

Proposed Cost Share: \$66,688 (1998), \$37,255 (2000)

Other Partner: Oklahoma State University

Other Funds Leveraged: \$6,000

This partnership between Langston University and Debut University, Awassa College of Agriculture has enhanced the teaching, research, and extension capability of the Awassa College of Agriculture at Debut University (DU), improved the computer facilities on the

campus, and enhanced food security of the surrounding villages by establishing women's groups to produce goats for milk and for sale as meat. Since 1998, 114 women have received two goats each and production training. In a little more than three years, one woman produced a herd of 11 goats. Partners have established a national small ruminant research and development network, which enables them to share information on research

“This project has had great impact in some families... Recently, southern Ethiopia was hit by drought conditions. Some women were forced to sell their goats in order to purchase food and (or) other necessities.

While unfortunate, these occurrences illustrate the success of the project in enhancing food security of families that receive goats. Many of those women owned no other livestock. Without the livestock resources provided by this project one wonders how they and their families would have fared...”

— Roger Merkel, Langston University/Debu University (Ethiopia)

and extension activities. Two staff members from agricultural high schools received training in the basics of goat production, two DU staff members received training in surgical procedures, and three visiting scholars from DU completed research at Langston University on aspects of goat production relevant to Ethiopian conditions. A DU faculty member received training in adult education and extension at Oklahoma State University (OSU), and held a workshop on adult education with an OSU faculty member that trained an additional 37 DU staff. Partners also purchased computers and networking hardware, and installed a computer lab at DU. Three seminars were given at DU on multimedia applications, the use of the computer laboratory in classroom instruction, and the use of multimedia in classrooms and in extension activities. Partners then used multimedia in extension presentations to villagers participating in the goat-raising program. In all, more than 200 Ethiopians have received training under this partnership.

Lincoln University of Missouri/University of Malawi Bunda College of Agriculture (Malawi)

Award Date: 2000 EDDI (completed June 2003)

Award Amount: \$99,021

Proposed Cost Share: \$63,375

Other Partners: Land O'Lakes; Save the Children Fund; several Malawi government agencies

The partnership between Lincoln University of Missouri and the University of Malawi's Bunda College of Agriculture (BCA) involved research aimed at improving child survival by examining the effects of the increased consumption of goat milk, goat meat, and soybean flour on childhood nutrition in rural Malawi. Partner institutions distributed soybean seed and 2,000 Sesbania and Leucaena seedlings to 75 households and purchased more than 250 local and 17 purebred Saanen goats for breeding and distribution. Introducing the Saanen breed helped to upgrade the offspring of the local breed to increase milk yield and ward off local diseases and parasites. Partners held training workshops and demonstrations on goat husbandry, soy flour preparation, and agroforestry management in the villages immediately prior to the distribution of goats. They also gave follow-up seminars. In addition, BCA faculty weighed and measured the children of participating families in each village at least

twice a month. The enumerator also consulted the women of the village on the health of the children and of the family goat, and the BCA veterinarian made regular visits to check on the health of the goats. Participating families donated the first-born goat back to the project for distribution to other families. The partners established forage and soybean fields and purchased the necessary lab supplies and pharmaceuticals to conduct milk and forage analysis and to treat goats at the farm and villages. They also compiled a baseline survey, trained two technicians from Bunda in the breeding, husbandry, and management of goats, and printed a goat manual to distribute to villagers. More than 250 villagers received training under the partnership.

Ohio University/University of Maiduguri (Nigeria)

Award Date: 2002 EDDI

Award Amount: \$99,531

Proposed Cost Share: \$102,531

Other Partners: North East Arid Zone Development Programme; West Virginia State College; Rural Action; McArthur Foundation

The partnership between Ohio University (OU) and the University of Maiduguri (UM) aims to bolster institutional research capacity, with an emphasis on the girl-child in Islamic society, her education, work, health, and family. This collaboration exposes faculty, staff, and students of both universities to new and development-oriented research methods to ultimately enable them to approach development issues with greater flexibility and comprehensiveness. Several students are enrolled in master's programs in development-oriented social sciences, education, and instructional technology. In the summer of 2003, the partners launched a new, month-long, field-based course "Field Research for Northeast Nigerian Child Development" which introduces and offers practical experience in the design of field research for development, with special reference to the needs of the girl-child and her community.

Spelman College/Durban Institute of Technology (South Africa)

Award Date: 2002 EDDI

Award Amount: \$99,977

Proposed Cost Share: \$53,911

Other Partners: Red Carnelian Films

The partnership between Spelman College (SC) and the Durban Institute of Technology (DIT) will devise innovative, hands-on co-curricular initiatives that will develop tangible technical, communication, critical thinking, and social analysis skills for female students in South Africa. Partners have selected five video production teams, each comprising one DIT faculty member and two DIT students. The partnership will culminate with the design, production, presentation, and dissemination of mini-documentaries that capture the students' interpretation of their role in the country's continuing transition into a pluralistic, market-oriented, and economically sustainable democracy. SC have faculty conducted two workshops on oral narrative research, documentary production, and digital technologies. Students in the video production teams have begun developing their projects and conducting extended research on the topics that will be the focus of the documentaries.

Increasing knowledge about and access to technology

Prince George's Community College/Vista University (South Africa)

Award Dates: 1998 AACC, 2000 EDDI Sustainability (completed September 2002)

Award Amounts: \$49,999 (1998); \$49,923 (2000)

Proposed Cost Shares: \$54,469 (1998), \$32,501 (2000)

Other Funds Leveraged: \$12,000

Other Partners: Africare; College of Southern Maryland; Garrett Community College; PBS/Adult Learning Service

Prince George's Community College (PGCC) and Vista University (VU) partnered to strengthen Vista's capacity to deliver computer literacy training on its seven campuses through distance education. In 1999, faculty from PGCC and the College of Southern Maryland conducted a weeklong workshop in Pretoria, where different modes of distance learning and

"The teacher feedback [on the partnership's computer literacy training] was overwhelmingly positive; many wanted extended courses and more courses, and almost all recommended the courses to their friends. The classes are now sustainable... They have touched and changed lives." Marilyn Pugh, Prince George's Community College/Vista University (South Africa)

distance learning pedagogy were taught to VU computer studies students and to VU faculty. Later that year, the partners taught VU faculty how to create web pages. Beginning in January 2000, with textbooks from McGraw-Hill and licenses donated by PBS, a PGCC faculty member taught an online computer literacy course to 25 VU faculty members. Vista subsequently developed an audio distance learning computer literacy course and offered it to students at its campuses in three provinces. Enrollment in this course began at 250 and reached approximately 900 students by Fall 2002. In Spring 2001, Vista computer science lecturers provided computer training to 486 area teachers — far more than the 280 originally

planned. In response to the high demand, VU offered a second course in July 2001, with 839 teachers enrolled. VU faculty trained another 350 participants during the third phase of the partnership. Two VU faculty were trained to deliver online instruction and taught an online course about the history of South Africa to 17 students at three community colleges in Maryland in the fall of 2001. Eight VU computer science graduates completed internships as part of the grant, and two of the internships became full-time jobs. With funds from a complementary technology enhancement grant, partners established a 29-station open computer laboratory at Vista's Welkom campus in May 2001, at which time a Welkom campus network engineer began Microsoft Certified Systems Engineering (MSCE) training.

Riverside Community College/University of Asmara (Eritrea)

Award Dates: 1999 AACC, 2000 EDDI Sustainability (completed September 2002)

Award Amounts: \$47,500 (1999), \$47,500 (2000)

Final Cost Share: \$222,451

Other Partners: University of California–Riverside; Greater Riverside Chamber of Commerce; Loma Linda University

By establishing links with faculty and developing curricula that both Riverside Community College (RCC) and the University of Asmara (UA) follow, faculty participants in this partnership developed distance education courses in computer science and offered job training for workforce development in both communities. The partnership staff updated and modified the distance education curricula for 22 Computer Information Systems (CIS) courses, 11 Office Applications (OFC) courses (including paralegal and workforce development), and 26 CIS/OFC cross-listed courses. The faculty, the advisory panel, and the curriculum committee approved two database and three workforce development certificate programs, and faculty developed new online courses ready for delivery. RCC shared nursing and criminal justice curricula with UA. Two faculty underwent training in CISCO networking, 75 students completed the Cisco Certified Network Associate (CCNA) certification process, and a CISCO/GIS lab was established to support health care and health geographics training. The partnership continues to offer four online and 12 mini-certificate courses in computer science, business, secretarial sciences, CIS, and Geographic Information Services.

University of Iowa/Nigerian National Universities Commission (Nigeria)

Award Date: 2000 EDDI

Award Amount: \$99,580

Proposed Cost Share: \$130,788

Other Partners: Kirkwood Community College; Iowa State University; Microsoft; Red Hat; LearnKey; EZ-Ref Customized Courseware; 3-Com Corporation

The University of Iowa and the Nigerian National Universities Commission are enhancing the ability of technicians and computer support personnel to develop, maintain, and promote the use of computers and networks at their universities. The partners have trained 316 Nigerian nationals (65 women, 251 men) in computer support, network design, database design, web site development, and general information communication technologies (ICT) implementation skills. The partners produced and provided trainees with a CD-ROM containing over 15,000 documents for learning a wide variety of computer skills. One trainee set up a local area network (LAN) comprising five workstations and a server at The Gambia College's School of Public Health. In 2002, the partners held the second annual National Conference on ICT in Higher Education at the University of Jos, with 54 attendees from six universities and the public and private sectors. The partnership has received numerous donations from the private sector, totaling approximately \$790,000, for the benefit of all 14 participating Nigerian universities. Donations include hundreds of computers; computer-based training packages for network designers and administrators; wireless equipment from 3M Corporation; a complete computer training courseware library from EZ-Ref Customized Courseware; and various operating systems and software from Microsoft.

University of Massachusetts-Boston/Université Gaston Berger de Saint Louis (Senegal)

Award Date: 1999 EDDI (completed December 2002)

Award Amount: \$98,754

Final Cost Share: \$45,973

Other Partners: Sonatel; Lille-Saint Louis (French sister-city partnership); Regional Council of Saint Louis Department of Land Management; Women's Health Center in Saint Louis; Senegal Foreign Ministry; African Virtual University; National Summit on Africa; Community Teamwork, Inc.; WorldSpace



The partnership between the University of Massachusetts-Boston (UMB) and the Université Gaston Berger de Saint Louis (UGB) aimed to build institutional capacity in teaching, research, and outreach in the fields of political science, business law, and economics. In a concerted effort to engage in community development – an activity the university had never before considered a part of its mission – UGB is now fully involved in economic development initiatives with the adjacent village of Djougoup. UMB secured private funding to build and staff a cabine téléphonique, which employs two women

from the village full time. The partners also developed a ten-month information technology program for Senegalese high school seniors. In 2002, UMB and WorldSpace representatives visited UGB and Djougoup to conduct workshops about the Internet, distance learning, satellite radio, and the development of a community resource center. The Community Resource Center of Djougoub – the construction of which was made possible with monies leveraged from the Education for Democracy and Development Initiative – became a reality in January 2003 when it was officially inaugurated in the presence of numerous government dignitaries and all the villagers. The Center, complete with modest cybercafé, classroom, and kitchen facilities, will be engaged in various income-generating activities, including tie-dying, poultry farming, and sewing, with a particular focus on the training of women.

University System of Georgia/University of Cape Coast (Ghana)

Award Date: 2000 EDDI (completed June 2003)

Award Amount: \$97,500

Final Cost Share: \$26,787

Other Partners: University College of Education-Winneba

The University System of Georgia (USG), headed by Kennesaw State University, and the University of Cape Coast (UCC) partnered to train Ghanaian faculty in the use of instructional technology (IT) for basic education. In 2000, eight UCC faculty members received trainers' training – in areas including Windows 2000, Excel, Access, PowerPoint, Internet, e-mail, software troubleshooting, and Web page design – at four universities within USG and became certified as IT trainers. Upon returning to Ghana, they trained an

additional 52 educators. In 2001, eight UCC faculty members received trainers' training at all seven USG institutions and received their certification. In 2002, one of them established his own IT training center in Ghana, which targets local elementary and junior secondary schoolteachers. Through the multiplier effect, these 16 "supertrainers" have already trained hundreds of educators, primarily through the new training center and CC's Department of Primary Education. The partners have received 20 privately donated computers and will continue to seek additional equipment and resources for both the training institutions and local schools. They have disseminated partnership results at various venues, including the annual conferences of the African Studies Association, the Georgia Association of Teacher Educators, and the Ghana Association of Science Teachers.

Creating more informed and active African citizens

Middle Tennessee State University/University of Durban–Westville (South Africa)

Award Dates: 1999 EDDI, 2000 EDDI Sustainability (completed February 2002)

Award Amounts: \$100,000 (1999), \$100,000 (2000)

Final Cost Share: \$242,460

Other Funds Leveraged: \$60,500

Other Partners: Southern Illinois University at Carbondale; Urban Strategy; Metro Water; Council for Scientific and Industrial Research; Cato Manor Development Association; Ministry of Agriculture and Environmental Affairs (Durban); Pinetown and District Office of Welfare; Cato Crest Informal Settlement; Palmiet River Informal Settlement; Kennedy Road Informal Settlement; The Valley Trust; Adventist Development and Relief Agency (ADRA).

Through outreach activities at the University of Durban–Westville (UDW), the partnership with Middle Tennessee State University applied sustainable and participatory environmental management principles in KwaZulu Natal by addressing water sanitation, hygiene, and HIV/AIDS in three informal settlement communities. The partners developed survey questionnaires that were administered by nine UDW geography honors students in the selected communities in April 2000. Partner institutions used the results to design training workshops and other outreach programs for delivery in the three communities. Workshops were held in December 2000 and June 2001 involving program leaders and peer educators from the target communities, and a focus group session on HIV/AIDS was held in December 2001 at UDW with program leaders from the squatter communities. In each community, one leader and eight peer educators taught residents about water sanitation, hygiene, and HIV/AIDS. A total of 27 community leaders and peer educators supervised the training of residents in all three communities. Through a "sister to sister" program, the education outreach program reached 1,467 community residents. The partners also designed a cross-cultural, transdisciplinary web-based course on public health concerns in informal settlement communities in South Africa. The course was offered for the first time in spring 2001 at Middle Tennessee State University and Southern Illinois University at Carbondale. The course was updated and made available to research partners at UDW in spring 2002 and in 2003.

Oregon State University/University of Fort Hare/Fort Cox College of Agriculture and Forestry/University of Natal-Pietermaritzburg (South Africa)

Award Dates: 1998, 2000 EDDI Sustainability

Award Amount: \$99,998 (1998), \$99,122 (2000)

Proposed Cost Share: \$130,967 (1998), \$183,702 (2000)

Other Funds Leveraged: \$500,000

Other Partners: University of Stellenbosch; Institute for Commercial Forestry Research

The collaboration between Oregon State University, the University of Fort Hare, Fort Cox College of Agriculture and Forestry and the University of Natal-Pietermaritzburg is promoting sustainable development by strengthening the capacities of three South African institutions in agroforestry, nursery technology and production, and community development. The partnership has developed new agroforestry curricula at the University of Fort Hare (UFH) for the Bachelor of Science and Master of Science degrees. Oregon State University (OSU) has also collaborated with Fort Cox College (FCC) to develop a community forestry program and to develop plant propagation facilities. When the partnership received an Education for Development and Democracy Initiative (EDDI) sustainability grant in 2000, the partners incorporated a new award objective, that of determining the feasibility of constructing and providing affordable wood-based housing in Eastern Cape and KwaZulu-Natal. To meet this goal, the partners have been conducting a survey of local villages that focuses on the acceptability of such housing and the requirements necessary to successfully market an acceptable product. Partners also began preliminary planning for Participatory Rural Appraisal (PRA) in Eastern Cape, in which farmers and landowners in rural areas of Eastern Cape Province identify problems of land use and potentials of agroforestry and tree planting in their communities. The partnership anticipates that, once completed, the PRA will help them select appropriate tree species to be planted and allocate land for tree planting on individual and communal lands. For partner staff conducting the PRA, the partners held a one-day field demonstration at UFH on establishing transects to inventory natural vegetation. Since the start of activities, partners have conducted a workshop at FCC on using media technology and developing web sites for partners. Thirty-two host country nationals have been trained through partnership activities. The University of Natal-Pietermaritzburg and UFH recently expressed an interest in adopting the organization and philosophy of the U.S. Land Grant System, which involves the total integration of teaching, research, and extension activities into their universities. The two South African institutions have asked OSU to assist them as advisors.

Establishing ongoing linkages between African institutions and American partners

Howard University/University of the Western Cape/University of Nairobi (Kenya)

Award Date: 1999 EDDI (completed September 2001)

Award Amount: \$99,997

Final Cost Share: \$120,823

Other Funds Leveraged: \$80,000

Other Partners: Africa-America Institute (AAI); the Council of Graduate Schools; Educational Testing Service (ETS); Oregon State University

To respond to the need for more cost-effective graduate education in Africa, the partnership between Howard University, the University of the Western Cape and the University of Nairobi established joint graduate degree programs in development-related disciplines between higher education institutions in the United States and Africa. Partners began the process through a symposium held at the University of the Western Cape in February 2000. Although organizers planned for 30 participants, 100 academic leaders from the United States and 23 African countries attended the meeting. The partnership's Steering Committee awarded 10 mini-grants to U.S.-Africa initiatives to foster academic partnerships between U.S. and African institutions leading to the development of joint, postgraduate degrees in several disciplines, including quality engineering, agricultural education, environmental sciences, women's studies, and communication disorders. Participating U.S. and African universities initiated 30 additional collaborations during the symposium, and African universities expressed an interest in developing distance learning and non-degree programs through partnerships with U.S. universities. Participants in a second symposium, held in Nairobi in April 2001, discussed these areas further. The African partners strongly advocated developing additional collaborative programs at the post-baccalaureate level with U.S. institutions of higher education. Also, as a result of these forums, African universities developed a number of collaborations, which cut across regional and linguistic lines.

State University of New York, Albany/Makerere University (Uganda)

Award Date: 2000 EDDI (completed September 2002)

Award Amount: \$96,432

Final Cost Share: \$53,979

Other Partners: Ugandan Ministry of Finance; New York State Department of Health

Partners at the State University of New York, Albany and Makerere University (MU) established both an undergraduate and a graduate program in environmental science and health at MU to build Uganda's capacity to respond to environmentally related health hazards. As a first step toward developing the programs in Uganda, a Makerere faculty member visited Albany to review its environmental health curriculum, teaching materials, and teaching methods. The partners assessed the needs of MU's Institute of Public Health and discussed their plans with government officials. They have created an environmental

science and health program at MU that addresses specific public health problems in Uganda. The initial focus of the curriculum has been on provision of clean drinking water, clean wastewater, and solid waste management. Partnership activities also have included training three young Ugandans in environmental health at the State University of New York, Albany (SUNY-Albany) to enable them to return to Uganda as faculty in the new program. The first to return to Uganda completed a master's in public health and started teaching in the winter of 2002. Another student completed a doctorate in environmental health and toxicology and returned to Uganda as a full-time faculty member in the summer of 2003. The third student worked toward a master's in public health, with a major in epidemiology. These students have all been partly supported by other funds, including a grant from the Fogarty International Center at the National Institute for Public Health. Further exchanges are planned to sustain the collaboration with MU. Two faculty members from SUNY-Albany have offered short courses to undergraduates enrolled in the new environmental sciences program

Strengthening African democracies

Mississippi Consortium for International Development/Agostinho Neto University (Angola)

Award Dates: 1998, 2000 EDDI Sustainability

Award Amounts: \$100,000 (1998), \$100,000 (2000)

Proposed Cost Shares: \$536,289 (1998), \$287,132 (2000)

Other Funds Leveraged: \$900,000

Other Partners: Angolan Ministry of Education; Angolan Ministry of Planning; Angolan Ministry of Public Administration, Employment, and Social Security; and National Institute of Public Administration



The goal of the partnership between the Mississippi Consortium for International Development (MCID) and the Agostinho Neto University (ANU) is to enhance ANU's institutional capacity to train public managers in management and administration and to address the shortage of skilled public administrators after two decades of civil war. The partnership has created a Department of Political Science and a Department of Management and Public Administration at ANU. Additionally, MCID and ANU have provided in-country training to 121 local government managers in economic

development, financial management, budget management, and grant writing. Since the beginning of the award, 133 faculty and local government officials have participated in training programs and workshops. Six ANU faculty were trained in the United States in curriculum development in July 2001, and six were trained in the United States in distance learning in October 2001. The first classes in ANU's newly established Department of Political Science and Department of Management and Public Administration began in April

of 2003. A total of 850 students are enrolled in the two departments. ANU leveraged funds for the construction and furnishings of a new Faculty of Letters and Social Sciences building to house these two new departments. Under the sustainability award funds have been used to equip a computer laboratory within the new Faculty. The Faculty of Letters and Social Sciences and the computer laboratory were inaugurated in November 2002.

Preparing countries to be integrated into the world community

Cleveland State University/Copperbelt University (Zambia)

Award Dates: 1999, 2000 EDDI Sustainability

Award Amount: \$99,995 (1999), \$96,995 (2000)

Proposed Cost Share: \$282,888 (1999), \$310,604 (2000)

Other Funds Leveraged: \$45,000

Other Partners: Kitwe Chamber of Commerce in Zambia; Cleveland Advanced Manufacturing Center, Inc.

The Cleveland State University (CSU) and Copperbelt University (CBU) partnership is developing an extension service at CBU to help local factories improve the quality and efficiency of their floor operations, which will enable them to compete more effectively with imported goods and services within the Zambian market. The partners conducted an initial survey of local firms to determine their training needs and developed a curriculum that emphasizes hands-on training in factory floor activities. In October 2001, they held two training sessions for five CBU faculty members. Ten factory-floor trainees attended each session. In March 2002, 26 participants from government, industry, and the university attended a two-day conference to assess the two training sessions and to plan the development of a productivity quality center at CBU, which will institutionalize CBU's newly developed training capacity. Two CBU faculty members are completing their doctorates in business at CSU. Through the EDDI sustainability grant, they have been working closely with CSU faculty to produce a web-based productivity and quality training program, which will be used as part of CBU's extension program for local manufacturers. Two additional CBU faculty have begun the master's program at CSU's Engineering School and are developing the web-based training modules. Testing is under way on the four training modules already developed. The software for preparing the web-based modules, which was purchased with funds from the sustainability award, will be used by the four CBU faculty to produce additional training materials for CBU's Productivity and Quality Center. The partners envisage that CBU will ultimately use its software to prepare web-based courses in other knowledge areas for delivery both within Zambia and in other African countries.

Highline Community College/National Access Consortium, Western Cape (South Africa)

Award Dates: 1998 AACC, 2000 EDDI Sustainability (completed December 2002)

Award Amounts: \$49,999 (1998), \$49,999 (2000)

Final Cost Share: \$124,647 (1998), \$40,959 (2000)

Other Funds Leveraged: \$124,647

Other Partners: Eastern Iowa Community College District; Cape Technikon; South Peninsula College; Shoreline Community College; Community Colleges of Spokane

Highline Community College (HCC) and the National Access Consortium, Western Cape (NACWC) collaborated to improve NACWC's capacity to deliver workforce development training to its members, business and industry, and NGOs. During visits to the United States, South African partners observed various train-the-trainer programs and studied the process of setting up a workforce development program from initial contact to final assessment. The South African partners also gave presentations about higher education in South Africa to more than 300 faculty, staff, and students at HCC and the Eastern Iowa Community College District. They adapted U.S. approaches to the South African workforce development environment through workshops and one-on-one consultations with interested businesses, government offices, and NGOs. The workshops conducted by the U.S. partners in South Africa and the hands-on training in the United States led to the implementation of procedures and operational plans dealing with access to education and training, resource development, and local collaboration between education institutions to achieve development objectives. The partners also collaborated to design a feasible model for a Center for Extended Learning that will enable the further education and training and higher education sectors in the Western Cape to work together to deliver relevant workplace job training and higher education curricula to meet public and private industry workforce demands. NACWC continued to develop the model with Ford Foundation funds. Some 1,298 host country nationals have been trained through these two projects.

Highline Community College/Polytechnic of Namibia (Namibia)

Award Dates: 1999 EDDI, 2000 EDDI Sustainability

Award Amounts: \$99,900 (1999), \$99,870 (2000)

Proposed Cost Shares: \$158,092 (1999), \$44,880 (2000)

Other Funds Leveraged: \$55,924

Other Partner: Eastern Iowa Community College District

Highline Community College (HCC) and the Polytechnic of Namibia (PON) have collaborated to increase the administrative and programmatic capacity of PON through the establishment of a Center for Entrepreneurial Development (CED) and a Center for Teaching and Learning (CTL). Since March 2000, the CED has conducted a full range of workforce development training classes for government agencies, businesses, and nongovernmental organizations, including seminars on financial planning, marketing, laws governing business start-up, and computer training. The CTL, which was established in November 2000, trains PON faculty to move from traditional hierarchical teaching methods to interactive approaches that enhance student learning, retention, and critical thinking skills.

Namibian representatives have traveled to the United States to study models of curriculum development, student retention and success, professional development approaches, community outreach, contract training design, and center management. The CTL has increased its capacity to train faculty to improve teaching skills, with a special focus on the use of appropriate technology to enhance student success. The CTL has also piloted a new faculty mentoring initiative to introduce new instructors to the PON, to provide faculty from industry with training in classroom management and pedagogy, and to offer ongoing support as they begin teaching. Both Centers are fully staffed and recently moved into dedicated office space fully equipped with meeting rooms, computers, and training materials. At least 54 host country institutions have benefited from CED offerings. Through its activities, the partnership has trained 1,101 host country nationals.

Ohio State University/Makerere University (Uganda)

Award Date: 1999 EDDI

Award Amount: \$96,442

Proposed Cost Share: \$105,450

Other Funds Leveraged: \$77,365

Other Partners: Investing in Developing Export Agriculture project; Ohio Department of Agriculture; Ohio Department of Development; Rockefeller Foundation; Ugandan Ministry of Agriculture, including the National Research Organization

The partnership between Ohio State University and Makerere University strengthened the capacity of MU to provide agribusiness management training by creating linkages with the private sector. The Agribusiness Advisory Committee, established by the partnership to develop links between the private sector and MU faculty, consists of 10 agribusiness representatives. It convened four meetings to review the master's degree program in Agribusiness Management (MABM), determine additional locations for internship placements, identify case study opportunities, and revise the MABM curriculum. OSU and MU developed four draft business case studies, and private sector agribusiness managers provided eight special classroom lectures about their businesses. The partners installed a computer for exclusive use by agribusiness faculty and students and developed a web site to promote the program to local and international agribusiness firms. All 11 first-year students in the MABM completed internships with private sector firms, and 12 second-year students in the MABM program obtained internships with private sector firms. The success of the program has led the MU faculty to change the department's name from the Department of Agricultural Economics to the Department of Agricultural Economics and Agribusiness, to establish an undergraduate program in agribusiness, and to adopt internships at the undergraduate level in the Faculty of Agriculture. In addition, three faculty members have been appointed to serve on an advisory committee to write the agribusiness component for the Plan to Modernize Agriculture, the planning document for the agriculture sector in Uganda.



Southern New Hampshire University/The Open University of Tanzania (Tanzania)

Award Date: 2000 EDDI (completed November 2002)

Award Amount: \$99,925

Final Cost Share: \$274,864

Other Funds Leveraged: \$153,000

Other Partners: local nongovernmental organizations (NGOs) and community-based organizations (CBOs); government officials, business representatives

Southern New Hampshire University (SNHU) and the Open University of Tanzania collaborated to design certificate and graduate degree programs in community economic development (CED) to provide skills training, networking, and technical support to development practitioners throughout Tanzania. Participants represent NGOs that focus on self-help activities. Each student/practitioner has to complete an applied project in lieu of a thesis requirement. Participants who complete the program receive a Masters of Science Degree from SNHU. More than 50 practitioners from NGOs throughout Tanzania attended classes in the first cycle of the CED master's degree program, which were taught by teams of Tanzanian and SNHU faculty. More than 400 applicants are on the waiting list for the next cycle, scheduled to begin in September 2003. Participants attend class for one week each month for 18 months, or during the next cycle, one week every other month for 18 months. The partners established computer connections to support distance education classes taught by SNHU faculty and offer the nonresidential program in two locations (Arusha and Dar es Salaam). It is estimated that more than 50 Tanzanian communities have benefited from the training activities. This partnership developed a curriculum that has been integrated into the highest levels of the Government of Tanzania's development policy, which directly responds to the Tanzanian and, more broadly, to the East African Development Agenda. The plan is to continue to expand the program throughout East Africa under SNHU's Partnership for East African Community-based Economics (PEACE) initiative.

Texas Southern University/Eastern Cape Technikon (South Africa)

Award Date: 2000 EDDI

Award Amount: \$100,000

Proposed Cost Share: \$46,000

Other Partners: Third Ward Community Development Corporation; Lone Star Incorporated, Planergy

Texas Southern University (TSU) and Eastern Cape Technikon (ECT) are promoting economic growth and development by emphasizing entrepreneurial training for successful employment in the formal or informal sectors and through the transfer of appropriate technology. As part of its research program, ECT has been developing alternative energy and has established linkages with state governments and a solar system installation company for other solar related projects. The partners designed and offered training workshops at ECT on photovoltaic installation and maintenance. People trained at the photovoltaic workshops installed electrical connectivity at a local school. The partners conducted workshops on business-oriented bookkeeping, tax law and requirements for informal sector

workers, clothing design and manufacturing, and e-commerce to market fashion wear and merchandise. In addition, ECT fashion department students and faculty participated in two web-based fashion workshops and a distance-learning course to improve their skills in accessing the web, sending e-mail photographs, and writing quality descriptions of garments and artifacts for their web site. Four TSU faculty participated in a distance-learning workshop to prepare for distance learning seminars with ECT. Simple business bookkeeping, math skills necessary to maintain a small business, and instruction on shipping worldwide have been incorporated into these seminars. The partners have established a “Fashions from the Heart” web site to display and market the ECT fashion students’ designs. ECT fashion students regularly contribute new fashions to the web site, which is maintained by TSU staff.

Conclusion

Through ALO's institutional partnerships program, EDDI has promoted its objective of integrating Africa into the global community of free-market democracies. By enabling the exchange of information and resources between U.S. and African higher education institutions, these mutually beneficial and innovative partnerships have targeted development issues of concern for the host countries while improving the quality of African higher education. ALO's EDDI-funded partnerships have increased access to learning opportunities,



improved the quality of teaching, improved the availability and quality of learning materials, empowered women and girls, and promoted citizen participation in local communities throughout Africa.

“Community educators indicated at the closeout workshop that they had become empowered and felt they were leaders in their communities. They became teachers at the University of Durban-Westville workshop after their training, but they went beyond just training peer educators and residents in water sanitation, hygiene, and HIV/AIDS prevention. They have become consultants to the residents in their community on a range of issues dealing with orphan care and disease prevention to sewing and gardening skills.” Dr. Hari Garbharran, Middle Tennessee State University/University of Durban-Westville

Partnership Lists

African Institutions (by country)

Angola

Agostinho Neto University

Eritrea

University of Asmara

Ethiopia

Alemaya University

Debub University

Ghana

University of the Cape Coast

Kenya

University of Nairobi

Malawi

University of Malawi

Domasi College of Education

Namibia

Polytechnic of Namibia

Nigeria

University of Maiduguri

Nigerian National Universities Commission

Senegal

Université Gaston Berger de Saint Louis

Centre Universitaire Régional, Bambey

South Africa

Durban Institute of Technology

Eastern Cape Technikon

Fort Cox College

National Access Consortium Western Cape

Potchefstroom University

University of Durban-Westville

University of Fort Hare

University of the Free State

University of Natal-Pietermaritzburg

University of the Western Cape

Vista University

Tanzania

The Open University of Tanzania

Uganda

Makerere University

Zambia

Copperbelt University

U.S. Institutions

Bronx Community College

Cleveland State University

Edinboro University of Pennsylvania

Florida State University

Highline Community College

Howard University

Langston University

Lincoln University of Missouri

Middle Tennessee State University

Mississippi Consortium for International Development

The Ohio State University

The Ohio University

Oregon State University

The Pennsylvania State University

Prince George's Community College

Riverside Community College District

Southern New Hampshire University

Spelman College

State University of New York, Albany

State University of New York, Cortland

Texas Southern University

University of Iowa

University of Massachusetts

University of North Florida

University of South Florida

University System of Georgia

Virginia Polytechnic Institute and State University

EDDI-Funded Institutional Partnerships, 1999-Present

Ethiopia

Langston University/Alemaya University (*Institutional Partnership, 2002*). Improve research, extension, and teaching capabilities with an emphasis on graduate animal science.

Ghana

University of South Florida/University of Cape Coast (*Institutional Partnership, 2000*). Strengthen partners' capacity to improve teacher training and revise and implement a basic education curriculum.

University System of Georgia/University of Cape Coast (*Institutional Partnership, 2000*). Provide instructional technology training to enhance basic education.

Kenya

State University of New York, Cortland/University of Nairobi (*Institutional Partnership, 1999*). Expand and modify eight external learning centers in Kenya based on the New York community college model.

Malawi

Lincoln University of Missouri/University of Malawi Bunda College of Agriculture (*Institutional Partnership, 2000*). Examine the effects of increased consumption of goat milk/meat and soybean flour on childhood survival.

Virginia Polytechnic Institute and State University/Domasi College of Education (*Institutional Partnership, 2000*). Enhance the research and pedagogical skills of professionals involved in primary teacher preparation programs.

Namibia

Highline Community College/Polytechnic of Namibia (*Institutional Partnership, 1999*). Establish an entrepreneurial development center and a center for teaching and learning to build human resource capacity and develop links with the business community.

Nigeria

Ohio University/University of Maiduguri (*Institutional Partnership, 2002*). Increase institutional capacity to research the development needs of girls in rural communities.

University of Iowa/Nigerian National University Commission (*Institutional Partnership, 2000*). Improve capacity of computer support personnel to develop, maintain, and promote the use of computers at Nigerian universities.

Senegal

University of Massachusetts, Boston/Université Gaston Berger de Saint Louis (*Institutional Partnership, 1999*). Develop local teaching and research capacity in political science and business law, and promote community economic development.

University of North Florida/Centre Universitaire Régional De Bambey (*Institutional Partnership, 2000*). Develop a community college model-based program in community health adapted to the needs and resources of the local health system.

South Africa

Edinboro University of Pennsylvania/University of the Free State (*Institutional Partnership, 2002*). Develop and implement a teacher-training program to improve instruction in mathematics.

Edinboro University of Pennsylvania/University of the Free State (*Institutional Partnership, 1999*). Establish regional center and train facilitators in approaches to involve parents in children's learning about math and science.

Florida State University/Potchefstroom University (*Institutional Partnership, 2000*). Raise the percentage of disadvantaged students qualifying for university admission in South Africa.

Howard University/University of the Western Cape/University of Nairobi (*Institutional Partnership, 1999*) (also working in Kenya). Establish joint graduate degree programs in development-related disciplines between U.S. and African institutions.

Middle Tennessee State University/University of Durban-Westville (*Institutional Partnership, 1999*). Develop outreach activities to improve water management, sanitation, and health in squatter communities in KwaZulu-Natal.

Pennsylvania State University/University of Durban-Westville (*Institutional Partnership, 2000*). Improve access to education and career opportunities for disadvantaged students.

Spelman College/Durban Institute of Technology (ML Sultan Campus) (*Institutional Partnership, 2002*). Train female students in technical, communication, and analytical skills by developing a mini-documentary on South Africa's social and economic transition.

Texas Southern University/Eastern Cape Technikon (*Institutional Partnership, 2000*). Develop a series of community workshops on business skills, the maintenance of photovoltaic devices, and clothing design.

Tanzania

Southern New Hampshire University/The Open University of Tanzania (*Institutional Partnership, 2000*). Provide higher learning and community economic development training to community leaders and social entrepreneurs.

Uganda

Ohio State University/Makerere University (*Institutional Partnership, 1999*). Enhance Makerere's capacity to contribute to agribusiness development by strengthening its ties with the private sector.

State University of New York, Albany/Makerere University (*Institutional Partnership, 2000*). Create a new department of environmental health sciences to strengthen Uganda's capacity to respond to environmentally related health hazards.

EDDI Sustainability Awards

Angola

Mississippi Consortium for International Development (Jackson State University, Alcorn State University, Tougaloo College)/Agostinho Neto University (ANU) (*Institutional Partnership, 1998*). Establish a political science and public administration department at ANU and train local government officials.

Eritrea

Riverside Community College District/University of Asmara (*Workforce Development Partnership, 1999*). Develop distance education courses in computer science and offer job training for workforce development.

Ethiopia

Langston University/Debu University Awassa College of Agriculture (*Institutional Partnership, 1998*). Enhance teaching, research, and extension capability by improving goat production and providing women with goats for food and income.

Namibia

Highline Community College/Polytechnic of Namibia (*Institutional Partnership, 1999*). Establish an entrepreneurial development center and a center for teaching and learning to build human resource capacity and develop links with the business community.

South Africa

Bronx Community College/University of Natal-Pietermaritzburg (*Workforce Development Partnership, 1999*). Establish a virtual college to address the workforce development and education needs of under- and unemployed workers and young adults.

Highline Community College/National Access Consortium Western Cape (*Workforce Development Partnership, 1998*). Train employees of small and mid-level size firms and provide education for disadvantaged adults and out-of-school youth.

Middle Tennessee State University/University of Durban-Westville (*Institutional Partnership, 1999*). Develop outreach activities to improve water management, sanitation, and health in squatter communities in KwaZulu-Natal.

Oregon State University/University of Fort Hare/Fort Cox College of Agriculture and Forestry/ University of Natal-Pietermaritzburg (*Institutional Partnership, 1998*). Strengthen the capacity of partners to implement programs in agro-forestry and community forestry.

Prince George's Community College/Vista University (*Workforce Development Partnership, 1998*). Provide computer education, information technology training, and distance learning opportunities for Vista students and teachers.

Zambia

Cleveland State University/Copperbelt University (*Institutional Partnership, 1999*). Establish training programs to help small- and medium-sized Zambian manufacturing firms improve productivity and quality.

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EDDI partners and ALO and EDDI staff participated in a special Africa Workshop on Thursday, July 11, 2000, as part of ALO's Synergy in Development 2000 conference, held in Washington, D.C.

The U.S. Agency for International Development

The United States Agency for International Development is an independent federal government agency that receives overall foreign policy guidance from the Secretary of State. The Agency works to support long-term and equitable economic growth and advancing U.S. foreign policy objectives by supporting: economic growth, agriculture and trade; global health; and, democracy, conflict prevention, and humanitarian assistance.

To learn more about USAID and its programs, visit: www.usaid.gov

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The Association Liaison Office for University Cooperation in Development

The Association Liaison Office for University Cooperation in Development (ALO) assists the nation's six major higher education associations build their partnership with the U.S. Agency for International Development (USAID) and help their member institutions foster cooperative development partnerships with colleges and universities abroad. Uniquely positioned to promote the involvement of U.S. higher education in global development, ALO seeks to encourage international partnerships to address strategic goals.

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